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ABSTRACT

This monograph describes the magnet school program in Connecticut implemented in five urban areas to solve segregation problems. Each school developed its own emphasis; some use the student centered method developed by Bank Street College of New York City while others center their curriculum around the arts. The origin and emphasis of each magnet school is discussed. The following six magnet schools are in New Haven: (1) Arts Magnet School at Betsy Ross; (2) Cooperative High School Arts/Humanities Magnet; (3) High School in Community; (4) Richard C. Lee Career High School at Conte; (5) The Sound School; and (6) West Hills Follow Through-Magnet School. The following four magnet schools are in Bridgeport: (1) Central High School-Magnet Component; (2) High Horizons Magnet School; (3) Multicultural Magnet School; and (4) Park City Magnet School. The following two magnet schools are in Hartford: (1) the Classical Magnet School of Greater Hartford; and (2) the Greater Hartford Academy of the Performing Arts. The following two magnet schools are in Stamford: (1) Hart School; and (2) Westover Elementary Magnet School. In Stratford there is one magnet school--Stratford Academy. And finally, Norwalk has one magnet school--Columbus School. A concluding directory provides the following information on each of the schools: (1) address; (2) phone number; (3) principal; (4) grade levels; (5) number of students; (6) student selection process; and (7) magnet (i.e., the special focus of the school). (JS)

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Magnet Schools: Connecticut's Quiet Revolution

an alternative education monograph
by Elizabeth Goldner

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by Elizabeth Goldner

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Magnet Schools: Connecticut's Quiet Revolution

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The Connecticut Association of Alternative Schools and Programs (CAASP)

How an Article Becomes a Monograph: The Preface

It is with great pleasure that the Connecticut Association of Alternative Schools and Programs (CAASP) presents this timely monograph on a little known, but effective segment of Connecticut's public education — *Magnet Schools: Connecticut's Quiet Revolution*. This paper was written in the spring of 1987 by Elizabeth Goldner, a freelance writer from Stratford, Connecticut.

Goldner is also the parent of two children who attend magnet schools. Because of her personal and professional interests in the subject of magnet schools, Goldner spent a great deal of time preparing the first draft of the "Magnet School" article which she offered to CAASP.

We read the article and realized that, with a few editorial changes and expansions, it would be perfect for our readership. We asked Goldner if she would consider rewriting the piece for the alternative education community. She agreed.

Goldner spent three weeks calling and visiting school sites and administrative offices in an effort to expand some of the information touched on in the earlier article. When she finished, we sent draft copies to the people who had supplied the information, asking them to read what was written and correct any inaccuracies.

This feedback stage was an interesting process. We got a whole range of reactions: From absolute denial of what was reported, to suggestions for slight changes in wording and generous expressions of appreciation for recognizing their programs. Although there were more compliments than criticisms, it was necessary to modify the paper. After another three weeks of negotiations, uncovering new information and rewrites, a much improved monograph was finally ready for publication.

We hope you enjoy this paper, and we invite you to contact the principals of the schools or the superintendents of the school districts if you wish to learn more about particular magnet schools. A Magnet School Directory is printed in the back of this monograph.

Thanks to all those who contributed to the completion of this paper, and a special thanks to all those students, teachers and administrators who are doing such excellent work and who are still finding joy in the teaching and learning process — they are *Connecticut's Quiet Revolutionaries*.

Finally, if you wish to learn more about magnet schools in general, please contact CAASP at the address below, or the Alternative Education Consultant, Connecticut State Department of Education, Post Office Box 2219, Hartford, Connecticut 06145.

Spring 1988

Thomas Lovia Brown
CAASP President

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c/o 24 Howard Avenue
New Haven, Connecticut 06519

MAGNET SCHOOLS: CONNECTICUT'S QUIET REVOLUTION

by Elizabeth Goldner

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A remarkable, yet quiet, revolution has been occurring in this state's urban public schools since 1969. Racial unrest in New Haven in the late 1960s incurred citywide controversy and ultimately national coverage by the media. Out of the city's severely segregated educational system came Connecticut's first magnet school. The goal of a magnet school is to ease desegregation by creating an educational program that is "so special that students would be pulled - as if by magnets - from all parts of the city even if it meant riding a bus," according to a *New York Times* article of May 13, 1985.

Subsequently, one, then two, and ultimately six more magnet schools were opened in New Haven. The university town's exemplary and varied system of education became a model for the rest of the state, as 10 more of these "experimental" schools were opened in cities from Stamford to Hartford, the latest being Greater Hartford's Academy of the Performing Arts. For the most part, the schools are succeeding in spite of their experimental nature, decreasing federal funds, and the negative reactions of parents and teachers of children who cannot attend (most entrants are chosen by lottery).

Among the options that Connecticut's 17 magnet schools offer students are science labs and computer courses on the elementary level, special arts programs and courses in the classics on the middle and high school levels, and a student-centered program based on the Bank Street College method, developed at Bank Street College in New York City.

New Haven's Start

In 1969, 14 members of the radical Black Panther Party, charged with murder and kidnapping, were arrested in New Haven. After a trial that piqued national interest, two Panthers were convicted and thousands of people protested by holding rallies and picketing on the city's Green and the Yale campus.

Human rights groups, including the National Association for the Advancement of Colored People (NAACP), came to New Haven and targeted areas that needed to be integrated. Their statement that the public school system was among the worst examples of segregation gave black radicals throughout the city the license to picket schools in the ghetto areas. In several cases, they stood across the street from the schools, yelling into bullhorns, urging students to leave the schools. Many students did just that.

A small group of teachers at Hillhouse High School saw different solutions to racial unrest. They proposed the establishment of an alternative high school to deal with issues of undemocratic and unresponsive school structures.

In 1970, funding was obtained from the Mott Foundation to establish the High School in the Community (HSC). The original 100-student school, which took all of its students from the Hillhouse High School, opened in 1970 during an 11-day teachers' strike. Both students and teachers at HSC were self-selected. (Hillhouse still remains as a separate high school).

Since the beginning, the High School in the Community has been a teacher-operated school. The leadership of the school is elected from the faculty, which also encourages a high degree of parent and student participation in decision making.

During its first four years, HSC was essentially a school without walls. Classes were held in churches, libraries, business offices and parish houses. It moved to a permanent facility in 1975.

Over the years, HSC has been able to change and adapt to a variety of student populations, and to offer a curriculum suited to pupils at any level. Students register for courses from a catalog prepared by the faculty every marking period.

There also is a strong impetus to experiment with new educational forms and projects. Most recently, HSC completed a cooperative program with the University of Connecticut College of Agriculture to establish a food and energy Curriculum.

Essential features of the school that have remained constant include a friendly relationship between students and teachers and an emphasis on self-reliance and decision making, as well as academic skills. As a magnet, it still maintains a balanced racial composition by drawing students from every neighborhood in the city.

Federal Aid to Follow-Through

The West Hills School was started in 1964. However, the West Hill "Follow-Through" School was not started until some years later. With the aid of federal funds, elementary-age youngsters were enabled to "follow through" on skills learned in the Head Start programs. Basing its curriculum on the Bank Street College method, the West Hill school provided such a dynamic and enjoyable learning environment that parents of all races whose children were attending other schools were clamoring to be admitted. Its educational system, focusing on each child as an individual, was so successful that, in 1979, it became an official magnet school.

The West Hills School functions as a cohesive community in which students, teachers, administrators and parents work together for the common goal of educating each student in the best way possible. Parents are an official component in all decision-making, volunteer as teachers and in most auxiliary programs. Students also share in decision-making by discussing their problems (academic or emotional) with teachers and administrators.

Connecticut's Racial Balance Law

In 1969, the Connecticut General Assembly passed a law stating that no public school can be racially out of balance. The law did not, however, give any guidelines specifying what "in balance" means, and most cities with large minority populations paid little attention to it.

In Stamford, an elementary school with a 95 percent minority population was a source of discipline problems and low teacher morale. The city's Board of Education decided that following the new law, regardless of how vague it was, would help clear up that school's problems. Thus, in 1972, Connecticut's third magnet school — the Hart School — was opened.

The Hart School initially had several locations and two different names. Today, it is like an anchor in a largely minority, mobile neighborhood, drawing children from throughout the city.

Like New Haven's West Hills School, Stamford's Hart School uses the Bank Street method. Individual attention to students and strong parent involvement are important aspects of this pre-kindergarten through grade six school. Enthusiastic teachers, responsive students and an exemplary teaching philosophy infuse the school with a dynamic vitality.

The '79 Amendment

In 1979, ten years after the initial legislation on racial balance, the Connecticut General Assembly amended the law, stating, "Any school in which the Proportion for the School falls outside of the range from 25 percentage points less to 25 percentage points more than the Comparable Proportion for the School District, shall be determined to be racially imbalanced."

In real terms, the law means that no school can have a minority population that is more than 25 percent above the minority population of its city or town. For example, in Stratford, where the minority population is 16 percent, no school can have a minority population of more than 41 percent.

The problem with the law is that in cities like Hartford, where the minority population is 88 percent, for a school in a ghetto area to be racially imbalanced technically, it would need a minority student population of more than 100 percent (25 plus 88 equals 113 percent). In the words of Robert Pitocco, Hartford Public Schools Equal Opportunity Administrator, "The law is clearly convoluted."

Nevertheless, the amendment to the racial balance law was the impetus for many cities to start magnet schools — schools that are frequently a credit to their communities and that set a standard of excellence.

Federal Aid

In the late 1970s and early 1980s, there were large amounts of federal funds available (under the Emergency School Aid Act) that specifically applied to magnet schools. (Any school in a primarily minority location that draws in white children by virtue of its excellence is considered a magnet school by the Act.) It was during this period that most of these "experimental" schools were started.

In 1981 federal funds for magnet schools were cut back. Today funding for magnet schools is provided mostly by the state and cities, a fact which many parents and teachers of the less-endowed neighborhood schools resent.

From 1979 to 1985, 14 magnet schools were created in Connecticut. New Haven, for many years a leader in experimental education, and still heady with the success of the High School in the Community and the West Hills School, decided to open five more magnet schools.

The Conte Story

The Conte Arts Magnet School was originally Conte Elementary School located between a solid Italian American neighborhood and a public housing project in New Haven. Ninety percent of the students attending Conte School lived in the projects, while the students from the Italian American neighborhood went to parochial schools.

Majestic townhouses looked out on the school, which the residents regarded as a blight on the community. Within its walls, discipline was almost non-existent and teacher morale was very low. There was little structure and frequent yelling in the halls. Test scores for students were among the lowest in the city.

Based on the demographics of the community, administrators decided to turn Conte into a middle school with an emphasis on the arts.

Shortly after Conte Arts Magnet School opened in 1980, it began to draw interested students from throughout the city. The Italian American residents began to respect the school, several enrolled their children there, and it helped to pull the neighborhood together.

In 1984, Conte was recognized as a school of excellence by the United States Department of Education.

In the fall of 1986, the Conte Arts Magnet School moved to a new more spacious location at the Betsy Ross School and took on the new name, Arts Magnet Middle School at Betsy Ross. The principal, most of the staff, curriculum and teaching philosophy remained the same.

At Betsy Ross, students are selected by lottery, and study visual arts, dance, music, creative writing and photography with little or no previous training, in addition to academic instruction. The school's philosophy is to integrate art forms with academic areas to see how they relate to each other.

When the Conte Arts Magnet moved out of its first building, another magnet school moved in. The High School for Business and Computers, Health Professions, vacated a large building on Church Street South for the less imposing Conte building, and took the new name of Richard C. Lee Career High School at Conte. (The career high school had been opened in 1980, with federal funds, in a building formerly housing a large inner city school.) The purpose of the school is to give students the opportunity to explore a career field which they may want to pursue in the future.

New Haven's Magnet School Diversity

New Haven has two other magnet schools. The Cooperative High School Arts/Humanities Magnet is a small, supportive community in which students feel free to discuss with their teachers all aspects of personal and academic life. It uses the same educational approach as the Arts Magnet Middle School and offers students graduating from that school the opportunity to continue their study of the arts.

The Sound School was the brainchild of Principal George Foote. Formerly a teacher of Merchant Marine History at the High School in the Community, Foote saw a great deal of renovation taking place on New Haven's waterfront and proposed to the Board of Education a high school with a marine orientation. Students study boat building and sailing along with academic courses that involve sea lore and sea skills. Among the topics they study are marine science, oceanography and the writings of Hemingway and Melville.

Bridgeport's Magnet Schools

Bridgeport's magnet schools are among the city's most exciting areas of growth. The development of the four magnet schools was an indirect result of a federal lawsuit. A group of parents got together with the aid of the NAACP and the Puerto Rican Coalition in 1975 and sued the Board of Education. They took their case to Federal Court in New Haven (where it is ongoing and is reviewed periodically). Bridgeport was then ordered to integrate its schools.

The Board of Education explored different ways of integrating schools and eventually decided that magnet schools would be the most effective solution to the segregation problem.

In 1979 and 1980, three elementary schools were opened. The population of each school is one-third black, one-third Hispanic and Portuguese and one-third white and other students.

Creative Problem-Solving

When a neighborhood elementary school, William Samuel Johnson School, was changed to Park City Magnet School North Campus, the transition was smooth. Teachers and administrators had worked together for two years developing the new curriculum. Funds were available through grants to reduce racial isolation and to provide quality education for all students.

The principal of the newly-opened magnet school, Gladys Hill, had been principal of the old school which occupied the same building, and which had a disproportionately large minority student population. The old core curriculum was expanded to include a computer-assisted math program featuring a computer laboratory, a library media center, an arts program which includes studio arts, crafts and art history. Mastery of the basic skills and remedial work, when necessary, are emphasized in a teacher-directed environment.

A Multilingual Magnet

Bridgeport's Multi-Cultural Magnet School teaches three languages. Children start kindergarten, studying in their native language, whether it be English, Spanish or Portuguese. During the first year, a second language is introduced to each child. For Spanish or Portuguese students, that second language is English. Conversely, English speaking students have the opportunity to learn Spanish or Portuguese.

Students continue to learn from each other outside of the classroom, in the lunchroom and the halls. By the fourth grade, everyone is studying basic courses such as math and history in English, while taking a reading course in Spanish or Portuguese. This second language instruction ranges from oral teaching for a new entry student to language arts for the more proficient bilingual student.

Where Hispanic and Portuguese children are concerned, the school is especially valuable because the pupils retain a strong sense of their cultural heritage and learn how to read as well as speak in their native language. For all students, the school expands their view of the world.

Emphasis on the Arts

At High Horizons Elementary School in Bridgeport, the emphasis is on academic excellence. There is comprehensive instruction in the basic skills of reading/language arts, mathematics, spelling, social studies and science. Complementing the teaching of these skills is a strong performing arts component, and interaction by students and teachers with artistic resources and community groups in the Bridgeport area.

All students are expected to perform at or above grade level in all of the basic skills areas. They are also encouraged to create special reports and projects, to do independent study and to participate in the many arts programs offered. Instruction is offered in dance and instrumental, choral and general music.

Academic Excellence

The Central Magnet High School in Bridgeport is a school within a school. Located in a wing of a large inner-city school. Designed to attract bright minority youngsters who might otherwise attend parochial and private schools, Central Magnet is Bridgeport's example of a quality college preparatory public school.

The institution offers the best of two worlds. In addition to its course offerings, which include six languages, students may choose electives from the Central High School curriculum and participate in the larger school's extracurricular activities and sports.

Restoring the Positive Image

At most magnet schools in Connecticut, students are chosen by lottery. At two schools, however — one in Stratford and one in Stamford — all students residing in the magnet schools' attendance areas are permitted to attend those schools (as space permits). The balance of each magnet school population is made up of children who live in other parts of town and are chosen by lottery (when oversubscribed).

In most cases, a magnet school evolved out of a school with a bad reputation located in a minority area. However, as each school changes its negative reputation, increasing numbers of parents request that their children be admitted. In some cases, parents' resentment toward the school and/or the school district because their youngsters cannot attend. In other cases, parents' development of resentment toward the school and/or the district because, as they believe, too much money is being poured into a school in a low-income area and/or that the students are the captive subjects of experimentation.

In one section of the town of Stratford — the south end — the school population was 50 percent minority and 50 percent white. The school population of the town as a whole is 16 percent minority. No school, according to the law, can have a minority population that is more than 25 percent above the minority population of the townwide school enrollment. Thus, in Stratford, the upper limit for the minority population of any school is 41 percent.

Stratford Academy was designed to correct this imbalance in its south end school. The large elementary school, which encompasses two buildings on one campus, is teacher-directed and traditional. There is, however, an interplay of assertive discipline and encouragement of each child to develop his or her creative abilities and sense of self-worth.

Its magnets are 53 state-of-the-art networking computers, a 24-station computer lab, complete science labs for children in grades three to six, and a mastery learning reading program for younger students. An IBM Writing-to-Read program, including a computer laboratory, is in place in grades K through 2.

Stamford's Magnet

In 1979, the racial makeup of the Westover Elementary School in Stamford was almost entirely minority. The school (as well as the neighborhood) left much to be desired. It was also during this period that the state told Stamford to integrate it.

The Board of Education decided to create its second magnet school, the Westover Magnet School (the Hart School was the first one). The Board also decided to incorporate all local pupils into its student body, rather than send them to a school outside of their neighborhood.

Today, the Westover School is an amalgam of many different experimental concepts. The school, through its supportive teachers, encourages creative and critical thinking, development of skills in the arts and mastery learning techniques. The dedicated, hand-picked staff is, according to the principal, Edmund Barbieri, the school's greatest strength. Many of the Westover programs, having served as models, have been adopted by some of the city's other schools, thus alleviating potential feelings of jealousy and resentment.

Norwalk's Columbus School

Norwalk's Columbus School, the city's only magnet school, is like a little utopia. Located near the newly-renovated South Norwalk (SONO) area, the school's students, teachers and parents all work together with great excitement to create a school to which children love to go.

Based on the Bank Street College method, social studies and field trips throughout the SONO area are the core of the school's curriculum. Children will walk to a harbor, come back to class and make boats, count boats, read about boats with a level of enthusiasm that is not found in most other schools.

All students — those with and those without learning and reading problems — work alongside one another; each student learning something from the other. Each student in this setting feels a responsibility to assist fellow students in whatever way possible. Everyone works and learns together.

The Number of Alternative Programs Vary

During any school year, there are 55 to 60 "alternative" schools and programs in Connecticut. The number varies from semester to semester, based on the amount of money local cities and towns allocate for their school budgets. Alternative schools encompass magnet schools. Other types of alternative schools are trade schools and art schools.

Two schools in Hartford call themselves magnet schools, but strictly speaking they are not, because they have not been set up for the purpose of racial balance. Nevertheless, both are excellent schools.

The Classical Magnet School in Hartford is two schools that use the same teaching concept; it is a small middle school within a larger middle school and a small high school within a large inner-city high school. In each school, the racial balance is almost the same as is that of the larger school. The students, however, are drawn from all over the city. In each school, classical materials of the Greeks and Romans are used. Dialogue, questioning and oral skills are used in every class, be it math, English or Latin.

The Hartford Academy

The Greater Hartford Academy of the Performing Arts is modeled after New Haven's Center for the Arts (the latter does not call itself a magnet). Hartford Academy's students attend classes in their local schools in the morning and study performing arts at the academy in the afternoon and all day Friday. Half of the students come from largely minority Hartford, and half come from the white suburbs.

Unlike other magnet schools, where admission is based on a lottery or residency in the neighborhood, the academy students have to apply and audition. Once enrolled, they study all of the performing arts from local professionals. The school has high standards and, like other magnet schools, students are expected to meet them.

A Final Word

Magnet schools represent a viable alternative for the few who are fortunate to attend them. While setting a standard of excellence to effectively teach students, they have the potential to positively affect other schools by virtue of their example.

Of the magnet schools visited in preparing this paper, varying degrees of success were observed. The qualities that seem to make some schools more successful than others are *a clear purpose, a well-planned curriculum, a dedicated staff, a strong almost charismatic principal who is free to bring in new ideas, and parental involvement and support* — especially on the elementary level.

As magnet school administrators pursue their goals to achieve excellence in education, they find many obstacles along the way, the least of these being their revolutionary approaches to teaching students. In many cases, the problems these schools face come from outside, from parents who are jealous because their children are unable to attend or because the magnet schools are receiving more funds than other public schools. Principal Edmund Barbieri of the Westover School in Stamford actively recruits parents to become ambassadors for his school, and he frequently invites dignitaries from his town to come and observe his exceptional programs.

Each magnet school is dealing with its particular problems in its own way. In most cases, the determination of the administration and support of the board of education is pulling the school through, enabling it to achieve higher levels of excellence in education.

Editor's Note: A directory of the magnet schools discussed in this paper starts on the next page.

Magnet School Directory

Editor's Note: Listed below are the magnet schools discussed in this monograph. The data is current as of fall 1987. If you would like to learn more about a school, please call the principal listed below the school, or the school district superintendent listed below the town name. Also, if you would like to learn more about other alternative education schools and programs in the state, contact the Alternative Education Consultant, Connecticut State Department of Education, Post Office Box 2219, Hartford, Connecticut 06145.

Bridgeport

James A. Connelly, Superintendent
Telephone: 576-7301

1. **Central High School - Magnet Component**
1 Lincoln Boulevard
Bridgeport, CT 06610
576-7763
Supervisor: Andrew A. Karcich
Grades: 9-12
Number of students: 550
Student selection process: All students from Bridgeport elementary magnets can attend; the rest are chosen by lottery.
Magnet: Accelerated and intensive curriculum
2. **High Horizons Magnet School**
700 Palsade Avenue
Bridgeport, CT 06610
576-7806
Principal: Michael Hanna
Grades: K-8
Number of students: 440
Student selection process: Chosen by lottery
Magnet: Emphasis on language arts, high academic standards
3. **Multicultural Magnet School**
700 Palsade Avenue
Bridgeport, CT 06610
576-7505
Principal: William Quintana
Grades: K-8
Number of students: 400+
Student selection process: Chosen by lottery
Magnet: Three languages and study of many cultures
4. **Park City Magnet School**
1526 Chopey Hill Road
Bridgeport, CT 06606
576-7547
Principal: Gladys L. Hill
Grades: PreK-8
Number of students: Almost 500
Student selection process: Chosen by lottery
Magnet: Enrichment and remediation

Hartford

Herman LaFontaine, Superintendent

Telephone: 722-8500

5. **The Classical Magnet School of Greater Hartford**
Hartford Public High School
55 Forest Street
Hartford, CT 06105
278-5920, x 293
Project Coordinator: Robert Keefe
Grades: 7-12
Number of students: 300
Student selection process: Stratified ability grouping
Magnet: Classics in all academic disciplines
6. **Greater Hartford Academy of the Performing Arts**
235 Wethersfield Avenue
Hartford, CT 06114
522-8335
Principal: Carolyn Dixon
Grades: 9-12
Number of students: 110
Student selection process: Chosen according to ability in the performing arts
Magnet: The performing arts

New Haven

John Dow, Jr., Superintendent

Telephone: 787-8888

7. **Arts Magnet Middle School at Betsy Ross**
185 Barnes Avenue
New Haven, CT 06513
787-8974
Principal: Marlon Inman
Grades: 5-8
Number of students: 600
Student selection process: Chosen by lottery
Magnet: The four major arts disciplines
8. **Cooperative High School Arts/Humanities Magnet**
800 Dixwell Ave.
New Haven, CT 06511
777-5923
Facilitator: Edward Linehan
Grades: 9-12
Number of students: 250
Student selection process: Chosen by lottery
Magnet: The arts and humanities

9. **High School in the Community**
45 Nash Street
New Haven, CT 06511
787-8635
Facilitator: Robert Canelli
Grades: 9-12
Number of students: 240
Student selection process: Chosen by lottery
Magnet: Learning through experience
10. **Richard C. Lee Career High School at Conte**
21 Wooster Place
New Haven, CT 06511
787-8400
Principal: William Smith
Grades: 9-12
Number of students: 425
Student selection process: Chosen by application
Magnet: Career preparation in allied health, a business or a computer field
11. **The Sound School**
Naval Reserve Center (Moving in September 1988 to 60 South Water Street)
New Haven, CT 06512
787-6937
Facilitator: George Foote
Grades: 9-12
Number of students: 200
Student selection process: Chosen by lottery
Magnet: A floating classroom in a 66-foot schooner
12. **West Hills Follow Through-Magnet School**
311 Valley Street
New Haven, CT 06515
787-8613
Principal: Audrey Tiani
Grades: K-6 (Expanding to 8th grade in 1989)
Number of students: 400
Student selection process: Chosen by lottery
Magnet: Bank Street method

Norwalk

Ralph Sloan, Superintendent
Telephone: 847-0481

13. **Columbus School**
Concord Street
South Norwalk, CT 06854
852-9615
Principal: Arthur Perschino
Grades: K-5
Number of students: 282
Student selection process: Chosen by lottery
Magnet: Bank Street method

Stamford

William R. Papallo, Superintendent

Telephone: 977-4105

14. Hart School

61 Adams Avenue

Stamford, CT 06902

358-4556

Principal: Margaret Schneider

Grades: PreK-6

Number of students: 312

Student selection process: Chosen by lottery

Magnet: Bank Street method

15. Westover Elementary Magnet School

412 Stillwater Avenue

Stamford, CT 06902

977-4572

Principal: Edmund Barbieri

Grades: K-6

Number of students: 400

Student selection process: Neighborhood children; others by lottery

Magnet: The arts, critical and creative thinking, mastery learning

Stratford

John C. Fagan, Superintendent

Telephone: 385-4210

16. Stratford Academy

719 Birdseye Street

Stratford, CT 06497

385-4180

Principal: Edward A. Bizub

Grades: K-6 (Honey Pot House - K-2; Johnson House - 3-6)

Number of students: 740

Student selection process: Neighborhood children; others by lottery

Magnet: Creative thinking, state-of-the-art computers, science labs, mastery learning reading program, IBM Writing-to-Read program, IBM Computer Lab for K-2, 24-station Apple IIe Computer Lab for 3-6, etc.

MAGNET SCHOOLS: CONNECTICUT'S QUIET REVOLUTION

an alternative education monograph

by Elizabeth Goldner

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